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ABSTRACT

This report summarizes results of a survey of states, teacher centers, and professional organizations on the status of teacher inservice and staff development. The 43 states and the District of Columbia that responded to the survey have a state level plan for both inservice and professional development. Some, by law, require implementation of the plans, others are guides for local districts that must develop their own systems and provide local funds. Most of the states have a state department, division, or individual in charge of professional staff development and state-wide inservice training. Many also have mandated a specific number of hours required for inservice training, often tied to recertification requirements. The survey revealed that there are 90 formerly federally-funded Teacher Centers still existing. Most have greatly curtailed activities. Thirteen of the Centers responded to the survey, and it is inferred that this movement is on the wane if not already gone. Eight professional groups were consulted to see how they viewed their participation in inservice education. The commonality among the responding groups is to provide assistance as part of a professional team. A summary is offered of responses from each of the states, professional organizations, and teacher centers. (JD)

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SURVEY OF PROFESSIONAL ORGANIZATIONS, STATES, AND TEACHER CENTERS: INSERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT

AACTE Annual Meeting
Denver, Colorado
February, 1985

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Rita S. Saslaw, Ph.D.
The University of Akron

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SURVEY OF PROFESSIONAL ORGANIZATIONS, STATES, AND TEACHER CENTERS

It becomes very important to review the current practices in teacher inservice and professional development in order to provide guidelines and standards that will be useful at a national level. The groups that will make use of these guidelines and standards are professional educators in colleges and universities, teachers in the field, administrators at all levels, various special interest groups in education, and parents and students. All have a vested interest in improving all aspects of education.

One issue of great importance to the public and all educators is the updating and upgrading of all people in the field. A good starting point is to survey what is already in place in teacher inservice and staff development, and this is not a difficult task because there are several commonalities at the state level. The forty-three states and the District of Columbia that responded to AACTE's request for information have a state level plan for inservice and professional development. The proposals differ in many ways. Some, by law, require implementation. Others are guides for local districts that must develop their own systems and provide local funds. In terms of similarities, most of the states that replied had a state department, division, or individual that is in charge of professional staff development and state-wide inservice training. Many also have mandated a specific number of hours required for inservice. These hours are often tied to recertification. For example, New Hampshire requires recertification, at all levels, every three years and this recertification is tied to inservice hours. Recognizing the need for a collaborative effort, most of the states also have developed handbooks, guides, or pamphlets to aid local districts with professional development and inservice activities.

Many states provide training for administrators. These are often entitled "Academies," and in some cases are operated at the state level without any connection with an institution of higher education. A few do attempt to provide a means for this instruction to be continued at the local level through the principals who train some teachers, then these teachers train a new cadre of their peers. This peer training has been used, in some cases, to meet the requirements of Public Law 94-142. With limited funds, the plans could be converted for use in other areas of instruction.

The high level of interest in the state departments of education is noteworthy. Many of the responses were directed by the state superintendent to an appropriate office, but many of the responses were from the chief administrative officer indicating their personal interest in professional development. Floretta Dukes McKenzie, Superintendent of Schools in the District of Columbia, summarized the impact of declining enrollments and shrinking funding by noting "a sharp decline in both vertical and horizontal mobility opportunities for veteran teachers and administrators alike. These changes demand," say McKenzie, "the retraining of teachers and other educational personnel.

The problem area appears to be funds and not interest. It appears that the state offers plans, in some cases a state master plan, but tends to leave funding, time tables, and motivation to the already financially pinched local district or to specially constituted districts formed for the purpose of inservice.

The states that responded, by their own admission, appear to be in the early stages of development with some exceptions. The State of Florida is such a state. In Florida, there is a master plan in place. As a part of the master plan, there is a working Teacher Center in each district that collaborates with one or more universities. There is an Inservice/Staff Development

section at the state level and state funds are allocated for this activity. Perhaps the important part of the plan is the Florida Beginning Teacher Program that represents the cooperation of all professional groups in the continuing education of teachers. A similar plan that is not yet fully funded or implemented is the Oklahoma plan. Other states to study would be California, Louisiana, Massachusetts, and Michigan. The key to what makes these plans noteworthy in the view of this writer seems to be the involvement of all professional groups: state departments of education, teachers, administrators, teacher organizations, and universities along with adequate funding provisions.

Several years ago, Teacher Centers were considered to be the answer to this type of total professional cooperation. There are ninety formerly federally-funded Teacher Centers that were listed as still existing. The federal government devoted large sums of money to the development of such centers. At the present time, some of the ninety continue to function but have greatly curtailed activities, and some of these exist only on paper. The few that still operate are funded by state or local monies. One of these is the Barbour County Teacher Center (Philippi, West Virginia). By admission of the supervisor, Karen Larry:

> Our teachers attend BCTC sessions on a volunteer basis. This is an ideal situation--teachers taking advantage of professional growth opportunities because they want to. While this sounds wonderful, and in actuality it is, our attendance at all activities is very small--between 2-10 [there are 230 teachers in the county]. We are pleased to take notice of the needs/wants of even this small number of personnel.

Thirteen of the Teacher Centers responded to the AACTE inquiry. Several were no longer providing service or were providing reduced programs to small numbers, while others were still operating multiple centers. It would appear that this once hoped for panacea for professional development is on the wane, if not already gone. Centers might continue to exist as they do in California

and Florida as a part of a state master plan. It should be noted that the model developed by the federal government for the Teacher Centers did not allow for equal participation of all professional groups in decision making, and this could be a reason for the failure of these centers to be continued when federal funds were gone. Another possible reason for failure of these centers could be an aging "teacher core" who need new incentives to encourage them to continue their education beyond the achievement of an advanced degree. Of great importance to the improvement and continuation of these centers is the need for research to perfect the collaborative model. It is also important that research centers, such as that found at Michigan State, become an integral part of these centers as the research data could provide a sound base for changes in inservice and preservice education. All groups should see the task as one of equal partnership based on sound theory.

In order to work toward this partnership, several professional groups were consulted to see how they viewed their participation in inservice education and professional development. The following were consulted:

American Federation of Teachers
The Association of Teacher Educators
Association for Supervision and Curriculum Development
The American Association of School Administrators
American Society for Training and Development
National Association of State Directors of Teacher Education and Certification
National School Boards Association
National Association of State Boards of Education

Some of the specific groups contacted were able to send samples of the work they are doing in the area of professional development. The American Federation of Teachers provides an annual conference, QUEST (Quality Educational Standards in Teaching). The union is also active in the distribution of materials on special education and has been active in support of the New York City Teacher Center Consortium. The National Association of State Boards

of Education has developed State Policy Leadership Training for school principals and provides various pamphlets, such as a guide to prepare general educators to educate handicapped children. The National School Boards Association has provided opportunities to develop the executive staff. The Association for Supervision and Curriculum Development is also active in developing materials for professional development. The National Education Association provided a draft of their booklet, Excellence in Our Schools. Professional Development: An Action Plan. The commonality among the responding groups is to provide assistance as a part of a professional team. The exception to this might be the NEA pamphlet that attempts, as does the latest AACTE publication, to set professional standards for inservice education and staff development with the long range goal of improving the profession.

One can see that there is interest in the area of staff development and inservice education. One cannot see that this work is a top priority item, however. Perhaps the attacks on education will allow professional educators to work more closely as a team in the important area of continuing education, and make inservice education and staff development a top priority.

Summary of States Responding

Alabama

Contact Person: Kenneth Blankenship
Department of Education
State Office Building
Montgomery, AL

1. First State plan for inservice adopted in 1979 and deals with all aspects.
   a. inservice education be essential and continuous
   b. make inservice a priority and joint effort all education groups
   c. mandated responsibility to local school
   d. tied to renewal of professional certification
*2. State law requires superintendent of schools to provide annual institutes for teacher inservice.
*3. Law also requires cooperation of state-supported institutions of higher education to work with Department of Education in inservice activities.

*Mandated by State Board or Department or State Law.

Arizona

Contact Person: Thomas Reno
State Department of Education
1535 W. Jefferson Street
Phoenix, AZ 85007

1. State level coordinator of Performance-Based Teacher Certification.
2. Teacher is assessed before program for improvement is developed; observation time provided, workshops suggested for each individual.

Arkansas

Contact Person: Don R. Roberts
Arkansas Department of Education
Little Rock, AR

1. Have used PET, Program for Effective Teaching, since 1978, and now Classroom Management.
2. Have developed guidelines and network to spread PET.
3. Programs funded by state and local funds.

California

Contact Person: Laura Wagner
California State Dept. of Education
721 Capital Mall
Sacramento, CA 95814
(916) 322-5588

1. State level Office of Staff Development that provides training, technical assistance and administrative leadership to support school-based staff development. Department is a part of Instructional Support Division.
2. Centers "Teacher Education and Computer Centers," called TEC. Focus on math, science, computer technology, and teaching methodology.
3. Provide ongoing evaluation of these centers.
4. Centers offer summer coursework.
5. The program is mandated by law with voluntary participation and state funding.

Colorado

Contact Person: M. D. Spurlin
First Western Plaza
303 W. Colfax Avenue
Denver, CO 80204

*1. Teacher certification unit is required to review and approve all inservice offerings if offering is to be used for recertification.
2. State master plan recognized local autonomy. Program funded by existing resources in general funds.
*3. Only mandate currently is inservice regarding "Child Protection Act."
4. Four of six hours for recertification may be earned through district inservice.

Connecticut

Contact Person: Marjorie Bradley
State of Connecticut Dept.
of Education
Box 2219
Hartford, CT 06115

*1. Legislation requiring professional development in all school districts.
2. State sponsored summer and school year Institutes for Teaching and Learning for teachers and and administrators.
3. Planning guide for professional development at the local school district level.
4. Mini-grants to districts for professional development programs.
5. Computerized Human Resources Bank.

District of Columbia

Contact Person: Dr. Margaret Labat
D.C. Public Schools
Presidential Building
415 12th Street, NW
Washington, D.C. 20004

1. Central office of staff development:
   (a) Promotes the profession;
   *(b) Reviews all courses for recertification;
   (c) Uses outside services, area universities.
2. Models that are ongoing include such things as:
   (a) Administrators' Leadership Training Academy (ACTE)
   (b) School Incentive Staff Development Awards
   (c) Public Education Program (PEP)

Florida

Contact Person: Louis Morelli
Florida Department of Education
Tallahassee, FL 32301
(904) 488-0642

1. State level - Inservice/Staff Development Section.
2. Master inservice plans designed, developed and implemented by local district, state funded.
*3. Teacher centers in each school district; they all collaborate with one or more universities.
4. Florida Beginning Teacher Program which is a year-long internship at the profession's entry level.
5. Planned efforts in management training.
6. Summer Inservice Institute - funds provided for rigorous content training in science, math, foreign language, computer education, teachers as advisors and training in textbook selection.

Georgia

Contact Person: J. Fulton Stone
Georgia Department of Education
Twin Towers East
Atlanta, GA 30334

1. State level coordinator of Staff Development and Teacher Education.
2. Resource Guide for Staff Development.
3. Provides for Georgia Academy of School Executives.
4. State funds available for staff development programs, certification renewal through staff development, and staff development for beginning teachers.

Idaho

Contact Person: Darrell Loosle
Department of Education
Len B. Jordan Office Building
Boise, ID 83720

1. State Commission on Excellence
   (a) Recommended six semester hours of university course work or inservice hours--not yet implemented.
2. State Inservice Advisory Committee to coordinate staff development statewide.
3. League of Schools affiliated with Idaho State University to coordinate staff development. Do not have state funds for activities.
*4. Development of a professional development plan.

Iowa

Contact Person: Merrill Halter
State of Iowa Department of
Public Instruction
Grimes State Office Building
Des Moines, IA 50319

1. State services administered through Teacher Education and Certification Division.
2. Fifteen area intermediate agencies to deliver inservice activities using State guidelines, some accepted for higher education credit. Funded with some state money and fees but primarily funded locally.
3. Staff development linked to teacher recertification.
4. Programs are voluntary and locally funded.

Illinois

Contact Person: Superintendent Donald Gill
100 N. First Street
Springfield, IL 62777
(217) 782-2221

1. Considering a policy in area of staff development. Proposal complete.
2. Completed a state-wide study of quality of preparation and performance of Illinois education personnel that has been submitted to State Board.
3. Legislation to introduce a pilot program is being considered by the legislature.
4. Activities are state funded.

Indiana

Contact Person: Anne Patterson
Indiana Department of Education
State House, Room 229
Indianapolis, IN

*1. Continuing education is tied to license renewal and mandated by law.
2. State monies available for computer training and gifted and talented.
3. Technical assistance is available in curriculum areas but not tied to inservice.

Kansas

Contact Person: Percy Sillin
Kansas State Department of Education
120 E. 10th Street
Topeka, KS 66612

1. State guidelines for voluntary inservice.
2. State plan for inservice to serve as guide for local districts.

Kentucky

Contact Person: Brenda Anderson
Department of Education
Frankfort, KY 40601

1. Department has staff development units in three offices: Instruction, Exceptional Children, and Vocational Education.
*2. State master plan provides for 4 inservice days for certified personnel based upon a local plan. State funds provide salaries only.
*3. Plan in place for a one-year internship, based upon Florida model, before final certification. Examination for competency part of this plan.
4. Belong to National Council of States of Inservice Education, Syracuse University.
5. Informal arrangement of contacts at various universities and in turn with local districts.

Louisiana

Contact Person: Fred Shirley
P.O. Box 44064
Baton Rouge, LA 70804
(504) 342-3414

1. Section at state level for professional improvement.
2. Guidelines for professional improvement program - program voluntary and is for teachers with three years of experience. Receive tuition exemption at state institutions. Program state funded.

Maryland

Contact Person: Herman Behling
Maryland Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 659-2141

1. Division in the State Department of Education deals with staff development.
2. Coordination of inservice including ninety inservice programs per year.
3. Maryland Professional Development Academy conducts extensive programs for principals.
4. School Improvement Through Instructional Processes. Pilot programs in each district in the state for approved "Inservice Education" based on research.
5. Council of Staff Developers which includes a representative of each local district in the State, representatives of colleges, and members of State Department of Education.

Massachusetts

Contact Person: Fred Williams
182 Tremont Street
Boston, MA 02111
(617) 727-5792

1. Inservice Institute that designs programs for local staff after needs assessment.
2. Comprehensive plan for inservice that combines state and federal funds and combined efforts of State, local districts, teacher centers, and teacher corps.

Michigan

Contact Person: Deborah Clemmons
Michigan Department of Education
Lansing, MI 48909

1. Office of Professional Development has developed a state plan and a state advisory committee.
2. Provide state funds to local or intermediate districts on a formula basis for staff development and mandated a local district report based on a single state developed format.
3. Institute for Staff Development in the Department of Education that offers programs.
4. Guides for providing needs assessment and inservice at local level.

Minnesota

Contact Person: George B. Droubie
Personnel Licensing and Placement
Minnesota Department of Education
550 Cedar Street
St. Paul, MN 55101
(612) 296-2046

1. Teacher and administrator continuing education is tied to licensure and relicensure requirements.

Mississippi

Contact Person: Cindy Ward
State Department of Education
Suite 806, Sillers Office Building
P.O. Box 771
Jackson, MS 39205

1. Have a Bureau of School Improvement at state level and a Coordinator of Staff Development.
2. Guidelines for local districts staff development that have been pilot tested.
3. State funds for districts with approved staff development and Assistant Teacher Program.
*4. 1986 proposed recertification requirements of teachers and administrators will be based upon completion of local development plans.
*5. Executive Management Institute for administrators provides information for staff development.
6. Developing a mechanism for state-wide matching of higher education resources with staff development.

Missouri

Contact Person: Dewayne Cossey
Missouri Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

1. Elimination of life teacher certificate after 1988. Advisory committee will outline criteria for three renewable certificaton levels.
2. Reform package under consideration by legislature has a proposed career ladder system.

Montana

Contact Person: John Voorhis
Office of Public Instruction
State Capitol
Helena, MT 59620

1. Have a coordinator of staff development, state level and a director of staff development and teacher certification.
2. Have done a needs assessment at the state level, state-wide that has resulted in a curricular review process to aid schools in assessing their needs, planning and development, implementation and evaluation of their own program.
3. State proposed three days of professional development and a local plan.
4. Program is jointly funded by state and local funds.

Nevada

Contact Person: Myrna Macdonald
Department of Education
Capitol Complex
Carson City, NV 89710

1. State training for principals done in conjunction with Far West Laboratory on Educational Research and Development.
*2. Regulations for recertification that require inservice.
3. Model resource and development center in Douglas County School District. (Local funds)
4. Combined state and local funds.

New Hampshire

Contact Person: George Lewis
Division of Administration
410 State House Annex
Concord, NH 03301
271-2407

*1. All teaching certificates must be renewed every three years through professional development.
*2. Each district must have a five-year master plan for staff development that is evaluated by a state team every five years.
3. Funding and control at local level.

New Mexico

Contact Person: Alan D. Morgan
State of New Mexico
Department of Education - Education Building
Santa Fe, NM 87501

*1. As a part of evaluation of teacher and administrator performance, local districts must provide training in such things as classroom observation techniques, conference skills, and growth planning by July 1, 1985.
*2. Plan for individual improvement or growth with development of material principles to assist teachers in growth planning.

New York

Contact Person: Vincent Guzzetta
The State Education Department
Empire State Plaza
Albany, NY 12230

1. Division of Teacher Certification responsible for overall aspects of inservice and professional development.
2. Informal networks with teacher centers, local districts and universities without master plan or appropriation from the legislature of requested funds.
3. The program is voluntary, competitive and is state funded.

North Carolina

Contact Person: Juanita Floyd
Department of Public Instruction
State of North Carolina
Raleigh, NC 27611
(919) 733-3092

1. Division of Personnel Relations.
2. Provide structured workshops and consultation with emphasis on local district provision of training.
3. Have network of eight Regional Education Centers that deliver workshops and consult with local districts.
*4. The programs are mandated and funded by the state.

Ohio

Contact Person: Nancy Eberhart
State of Ohio
Department of Education
Columbus, OH 43212
(614) 466-2979

1. Has an Office of Inservice Education that assists school districts in planning staff development activities.
2. Two programs provide state subsidies:
   a. The Teacher Development Program provides on a per pupil basis (53¢ per pupil in '85).
   b. The Excellence in Education Program deals with pupil and teacher development in mathematics, science and English ($1.65 per pupil in '85).
3. State Board of Education has identified teacher education and staff development as priorities for the 80's for all school personnel.
4. Provide local districts with materials designed to strengthen the planning process at local level. "Staff Development Leadership Teams: A Training Manual."

Oklahoma

Contact Person: Judy Leach
State Department of Education
2500 N. Lincoln Boulevard
Oklahoma City, OK 73105

1. Administrator of Teacher Education/Staff Development.
*2. State Regulations governing professional staff development and a complete state plan, with state funding and state teacher center. Local plan must be submitted each year.
*3. Entry-year teacher program tied to certification and to institutions of higher education.
4. Higher standards for admission to colleges of education.

Oregon

Contact Person: Rosalie Smith
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310
(503) 378-3569

1. Plan for development of personnel who teach the handicapped and vocational education.
2. Self study and recommendations for professional development. Completed by Profession-Wide Study Group in 1978, 1982.
3. Pilot testing on a support system for continued professional development, 1983.
4. System of Personnel Development and Proposal for Program Improvement Center.
5. Programs are state funded.

Pennsylvania

Contact Person: Donald Clark
Bureau of School Improvement
Department of Education
Box 911
Harrisburg, PA 17126

1. Bureau of Educational Planning and Testing at the state level that is responsible for the following:
   *(a) Educational quality assessment;
   *(b) Tells - Testing for Essential Learning and Literacy;
   *(c) Long-range planning;
   *(d) State inservice system;
   *(e) Sex and race desegregation;
   (f) Executive Academy System;
   (g) Partnerships in Education.
2. State funds call to all programs except for partnerships.

South Carolina

Contact Person: Superintendent Charles G. Williams
State Department of Education
Rutledge Building
Columbia, SC 29201
(803) 758-3403

1. Leadership academy for training of administrators.
*2. Have a Defined Minimum Program for South Carolina Schools with a blueprint for inservice at the local level.
3. Funded by state and local funds.
*4. Educational Improvement Act of 1984 provides for improved and additional inservice education
5. Programs funded by state and local funds.

South Dakota

Contact Person: James Hansen
Department of Education and Cultural Affairs
Pierre, SD 57501

1. Currently studying desirable requirements for preservice and postservice for individuals. Activities not now organized but deal with standards and recertification.
2. Plan a permanent network of professional improvement that will be set by state policy.

Tennessee

Contact Person: Robert L. McElrath
State Department of Education
100 Cordell Hull Building
Nashville, TN 37219

1. State has developed guidelines for inservice.
*2. State mandate requires five days of inservice for all certified personnel--state approved guidelines and oversees application. State funded.
3. State level one full-time professional for staff development in each department.

Texas

Contact Person: Dale Carmichael
Texas Education Agency
201 E. Eleventh Street
Austin, TX 78701

1. State level Guide to Inservice Education and guidelines for planning.
*2. Required inservice education of eight days (4 work days, 4 inservice days).
3. Twenty Regional Education Service Centers that provide much of inservice education in the state with local funds.
4. Require local districts to develop inservice programs based on needs assessment.

Utah

Contact Person: R. LaMar Allred
Utah State Board of Education
250 E. 500th Street, S.
Salt Lake City, UT 84111
(801) 533-5431

1. Provide specialists in curricular areas of reading, mathematics, science, health and physical education.
2. State master plan formulated in 79-80 to meet federal mandates and recently updated
*3. New state standard beginning in 1988-89 will require completion of a "State Board of Education approved inservice program or demonstrated competence in the subject area."
4. Funded by state:
   a. outcome-based education;
   b. inservice in subject area of critical shortage;
   c. the arts;
   d. $18 million for Career Ladder--some of which can be used for contractual time for staff development.

Vermont

Contact Person: Patricia M. Zyber
Vermont Department of Education
Montpelier, VT

1. Newly developed Inservice Institute for Professional Development.

Virginia

Contact Person: Nancy C. Vance
Department of Education
P.O. Box 6Q
Richmond, VA 23216
(804) 225-2594

1. Associate Superintendent for Personnel and Administrative Field Service.
2. Annual conference for professional development.
3. System of regional professional development councils composed of local school people and institutions of higher education.
4. State-wide advisory council.
5. Conferences and workshops dealing with instructional and staff development topics.

*6. Mandated staff development program.

Washington

Contact Person: Lois Hart
7510 Armstrong Street, SW
FG11
Tumwater, WA 98504

1. Three-year state plans to assess, establish priorities, training and communication--an inservice action plan.
   (a) Nine educational service districts and electronic communication system to promote offerings.
2. Needs assessment to be done - preservice training, inservice training, and parent training.
3. Barrier Resolution Project - Joint with Association of School Administrators, School Principals, Washington Education Association, Office of State Superintendent. Model in place for implementation. (No college or university representation at present. Team continues to oversee action plan).
4. Comprehensive System of Personnel Development to meet P.L. 94-142 requirements.

West Virginia

Contact Person: Superintendent Roy Truby
State of West Virginia
Department of Education
Charleston, WV 25305

*1. Provides a Systematic Program of Continuing Education for Public School Personnel in West Virginia that must be implemented at the local school districts. Use state guidelines for plans that are then approved by Department of Education.

Wisconsin

Contact Person: Robert Skeway
Department of Public Instruction
125 S. Webster Street
Madison, WI 53702
(608) 266-3803

1. State level specials in inservice and staff development.
2. State-wide task force to study issues including continuing education and professional development along with demographic data and program-related data.
3. State standard requires long-range inservice plan.
4. State Department helps local district conduct group process sessions; no state funds, local only.

Wyoming

Contact Person: Thomas Morris
Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6213

1. Division of Curriculum and Instruction responsible for Inservice at the state level.
2. Conduct 200 one- to three-day inservice workshops throughout the state that can be used to renew teaching certificates that must be renewed every five years.
3. Encourage development by local school districts of programs based on State Board Accreditation Standards. Funded by state and local funds.

Summary of Professional Groups and Responding

American Association of School Administrators (AASA)

1. Since 1968 have the AASA-National Academy for School Executives (NASE) trains administrators and provides media tapes.

American Federation of Teachers (AFT)

1. Educational Issues Department plans QuEST (Quality Educational Standards in Teaching) Conference.
2. National Conference deals with issues of inservice.
3. Participates in the dissemination of research provides a series of pamphlets on the handicapped as part of dissemination.
4. Arrange workshops for state and local affiliates.
5. Involved with New York City Teacher Center Consortium.

Association for Supervision and Curriculum Development (ASCD)

1. Annual Conference on Professional Development.
2. Staff Development Contract Programs.
3. Videotapes and projects related to improving practices in schools.

National Association of State Boards of Education

1. Received funding to provide information to state boards of education and other key policymakers on promising practices in training effective school principals.
2. Provide guidelines to assist in the preparation of general educators for new responsibility in educating handicapped children.

National Association of State Directors of Teacher Education and Certification (NASDTEC)

1. Primarily concerned with preservice teacher education programs and certification.

National Education Association (NEA)

1. Cadre training programs for teachers.
2. Profiles of excellence on education of the handicapped.
3. Pamphlet, Excellence in Our Schools, Professional Development: An Action Plan.

National School Board Association (NSBA)

1. Efforts in staff development relate to individual employees to upgrade skills.

Teacher Centers Responding

Atlanta Area Center for Teachers
1. Provide workshops in such areas as microcomputers, Black literature, test writing.
2. Help with preparation of teaching units.
3. Work with education students from local college.

Barbour County Teacher Center
1. Funded through local school system.
2. Voluntary attendance.
3. Subjects dealt with--discipline, exercise, stress management, etc.

Berkeley Teachers' Center
1. Future location and funding in doubt.
2. Provide support for teachers forced to change schools.
3. Give awards to teachers who developed new teaching materials.

French River Teacher Center (Massachusetts)
1. Provide courses for teachers (computers, grantsmanship, teaching strategies).
2. Sponsor a computer club.

Marin County Office of Education-Teachers Learning Cooperative
1. Jointly sponsored by local, public and private schools and Chapter II state funding.
2. Provide a teacher advisory program to train teachers and administrators with on-site coaching. (Foundation Funded)

Marin Teacher's Learning Cooperative
1. Complements local systems inservice.

Mid-Coast Teacher's Center
1. Only center in Maine--supported by combined local, state and private funds; serves possible 1200 educators.
2. Offer courses (Teacher Effectiveness, teacher-made materials, working with handicapped).
3. Gave collection of instructional materials and equipment.
4. Provide other services such as computer searches and school visits.

Nantucket Learning and Resource Center
1. No longer provides direct services but continues to make arrangements for such service to schools and community.

New York City Teacher Centers Consortium
1. Have ten Teacher Specialists who work at different Teacher Center sites in resource rooms who work with teachers using consultative/clinical models. They keep teachers to organize and manage instruction, modify curriculum, and adapt instruction strategies or program design.
2. Provide Instructional Information Center that includes dissemination and training for computer literacy.

Project RISE (Regional In-Service Education, Connecticut)

1. Funded through local board assessments, private and federal funds.
2. Serves nine rural towns in needs assessment, program planning.
3. Developed an inservice planning team at every school in the region.
4. Provides consultants and advisors.

Teacher Center 271

1. Now houses only the Educational Computer Consortium of Ohio (ECCO).

West Orange County Teacher Center

1. Funded by state and six local districts.
2. Deal with teacher efficacy.

West Hartford Teacher Center

1. Funded by local district.
2. Responsible for all inservice programs for teachers and administrators.

For a review of Centers that relate to Higher Education, see Edelfelt, Roy A. and Johnson, Margo, "The Experience of Higher Education with Teacher Centers," AACTE.

For a model of university participation, contact, James Collins, Syracuse University, School of Education, Office of Field Programs, Huntington, Hall, Syracuse, NY 13210.